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ABSTRACT

The major goal of the 3 1/2 year Federal project was to assist each State, the District of Columbia, and Puerto Rico to develop preliminary State-tailored, home-school-community models/guides for developing and implementing improved and extended career guidance, counseling, and placement programs in local school districts. A national training conference for key State leaders was held in St. Louis, Missouri in January, 1972 to provide State teams with the knowledge and skills to develop a State guide. Each team received a "Program Content and Operations Manual" and a kit of exemplary materials and resources. The States received further consultative and technical assistance from the project staff, the national steering committee members, and national/State leaders in the field, as well as limited financial assistance. "Elements of an Illustrative Guide for Career Guidance, Counseling, and Placement" was prepared by the project staff in 1974. The project was successful in meeting its goals as 44 States developed new guides and/or models or modified and extended previous efforts. Two-thirds of the document consists of appendixes of selected project newsletters, a list of exemplary materials distributed to the States, and selected letters concerning the project impact. (EA)

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Final Report

Project No. 157008
Grant No. OEG-0-71-4463(357)

Cooperative State Implementation Workshops for Curriculum-Involved Career Development Guidance, Counseling and Placement Project

Curriculum Project in Vocational Education
Conducted Under
Part I of Public Law 90-576

Norman C. Gysbers
College of Education
University of Missouri
Columbia, Missouri 65201

June, 1975

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors or grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Norman C. Gysbers
College of Education
University of Missouri
Columbia, Missouri 65201

June, 1975

SUMMARY

Time Period:

July 1, 1971 to December 31, 1974

Project Purpose:

To assist each State, the District of Columbia and Puerto Rico to develop preliminary State-tailored, home-school-community models/guides for developing and implementing improved and extended career guidance, counseling and placement programs in local school districts.

Procedures Followed:

Who was Involved

The 50 States, District of Columbia and Puerto Rico

University of Missouri-Columbia

National Steering Committee

U. S. Office of Education - Bureau of Occupational and Adult Education

How was the Project's Purpose Accomplished

To accomplish the Project's purposes, consultative, technical and financial assistance were provided as needed to the States, the District of Columbia and Puerto Rico.

Consultative and Technical Assistance

1. A National Training Conference for key State leaders in St. Louis, Missouri, January 10-13, 1972.

2. The use by States of Project Staff, National Steering Committee members and recognized national and State leaders in career guidance, counseling and placement..

3. Visits by the Project Director and his staff to units of State Departments of Education and State workshops and conferences dealing with project concerns.

4. The dissemination of carefully selected, exemplary career guidance, counseling and placement materials and resources at the Training

Conference as well as throughout the duration of the Project. Included in these materials were two documents for use especially prepared by Project Staff, Steering Committee members and several special consultants.

a. The Program Content and Operations Manual used at the National Training Conference, and

b. Elements of an Illustrative Guide for Career Guidance, Counseling and Placement which was distributed to the key State leaders in the Spring of 1974.

5. The dissemination of a Project Newsletter.

6. Visits by key State leaders to Project headquarters for consultative assistance and the review of exemplary career guidance, counseling and placement guides, models and resources.

7. Active participation on the program of a National Conference on Career Guidance, Counseling and Placement conducted by the Missouri State Department of Education in February, 1974, under a contract with the U. S. Office of Education.

8. Active involvement of the National Steering Committee in all phases of the Project.

Limited Financial Assistance

The Project provided limited financial assistance to States at critical points of need to supplement State monies for the purpose of conducting workshops, consultative assistance, model-guide writing and editing and necessary and key materials acquisition.

Results:

1. The development of 44 preliminary State guides/models for career guidance, counseling and placement.

2. The involvement of all 50 states, the District of Columbia and Puerto Rico in some phase of the Project--guide development, participation in the National Training Conference, the dissemination of exemplary career guidance, counseling and placement materials and/or consultative assistance.

Additional Project Impact:

Selected follow-up data from 40 States revealed that the Career Guidance, Counseling and Placement Project had substantial impact at the State and local level beyond the development of preliminary State guides/models--the main purpose of the Project. The follow-up was conducted during the months of August, September and October of 1974.

Conclusions and Recommendations:

By design and operation the National Project did not set out to develop a single model for career guidance, counseling and placement to be adopted by all States. Instead, the Project focused on model building; on how States could develop and implement a career guidance, counseling and placement model built on their own State and local needs using State and local resources. A good example of this focus was the organization and content of the National Training Conference held in January of 1972. The program was designed to provide the State teams with the knowledge and skills to develop a State guide. In essence, it modeled the processes of guide development and implementation they could follow when they returned home.

In addition, the National Project anticipated the current movement in career guidance, counseling and placement toward the use of goals and objectives and provided leadership to the States in how to plan, structure, implement and evaluate comprehensive, developmental career guidance, counseling and placement programs from early childhood through the adult years. As a result most States and many local school districts are beginning to develop and implement career guidance, counseling and placement programs and activities based on the preliminary models/guides they developed through the Project.

Finally, the Project's method of combining consultative, technical and financial assistance in meaningful ways for the States should be examined for use in other projects. Because of the relationships that were developed between Project Staff, the U.S. Office of Education Project monitor and the key leaders in the States, the various forms of assistance available through the Project could be applied at critical points to supplement existing State resources to maximize impact.

BODY OF THE REPORT

Project Purpose

The theory and practice of career guidance, counseling and placement, early childhood through the adult years has undergone substantial changes during the past two decades. Increasingly words like developmental, mainstream, programmatic, individual needs, student goals and objectives, and evaluation are being used to expand and extend traditional career guidance, counseling and placement conceptions. At the same time it also is clear that there are increasing expectations among many consumer groups concerning the processes and outcomes of career guidance programs. Students and parents continue to want more and better career guidance. Congress, speaking through education and manpower legislation, continues to call for improved and extended career guidance.

The changes in theory and practice and the increased demand for career guidance programs caused many States to reassess their position on career guidance, counseling and placement. Many found that they either did not have a fully developed position or that their position was only event, crisis and/or service oriented; not developmental and program oriented. As this reassessment occurred, it became apparent to the guidance leadership in many States that there was a need to develop illustrative models, guides and/or guidelines based on new career guidance, counseling and placement theory and practice to assist local school personnel as they planned, developed and implemented, expanded and extended career guidance programs in their schools.

Project Goal

The major goal of the Project was to meet this need by encouraging and assisting each State, the District of Columbia and Puerto Rico to develop preliminary State-tailored, home-school-community models/guides for developing and implementing improved and extended career guidance, counseling and placement programs in local school districts. In the accomplishment of this goal the Project carried through to the implementing stage, goals, concepts and principles recommended by a coordinated series of national and regional conferences which began in October, 1969 (Gysbers and Pritchard, 1969), and continued in each H. E. W. Region during 1970.

The Program Content and Operation Manual dealt with the complexities of developing and implementing career guidance, counseling, and placement programs, and suggested ways of overcoming some of the difficulties involved. Also, materials were included which dealt with operational procedures for the implementation of a state-tailored guide. Key program planning elements which may require attention at certain intervals throughout the total development and implementation time schedule were identified and discussed. Another major section of the Manual contained materials related to the content of state and local guides. Examples of career development models were presented and discussed. The final section of the Manual dealt with program evaluation and instrumentation. Measurement and evaluation concepts related to career development were reviewed and outlines of evaluation models were discussed.

In addition to the Manual, each state team received a kit of exemplary career development guidance, counseling, and placement materials. These carefully screened materials consisted of examples of several state-tailored guides, an overview of existing career development projects and selected pamphlets on management, implementation and evaluation problems. The materials were provided to give participants an idea of the types of materials available that could be employed in their state workshops as resources for state guide development and implementation.

The conference program was divided into four main sections and was correlated closely with the content of the Program Content and Operation Manual. The first part of the program was designed to orient the participants to issues and concerns in career development guidance, counseling, and placement from several perspectives. The second part of the program dealt with the procedures and problems of developing and implementing a state-tailored guide. The third part of the program focused on guide content and evaluation while the last part provided the participants with information and ideas about state and local level fiscal and program management techniques. A detailed account of the National Training Conference including the names and addresses of participants and observers can be found in Appendix I, Newsletter Volume 1, No. 2.

Throughout the duration of the Project members of the Project Staff, several National Steering Committee members and other recognized National and State leaders in career guidance, counseling and placement served as consultants to a number of States as they carried out their plans to develop and or modify and improve guides/models for career guidance, counseling and placement. As Project Director I served as a consultant to such States as New Hampshire, North Carolina, Florida, Ohio, Utah, Alaska, Puerto Rico, Nevada, Oregon, Maryland, Michigan, and Ohio to name a few. Other members of the Staff or other consultants worked with other States such as Louisiana, South Carolina, West Virginia, and Kentucky.

A number of States took advantage of the opportunity to visit Project Headquarters for consultative assistance and to review exemplary career guidance, counseling and placement guides, models and resources. States taking advantage of this opportunity included West Virginia, Oklahoma,

Oregon, Vermont, Texas, Alabama, Tennessee, New Mexico, Kentucky and South Carolina.

An additional form of assistance to the States was Elements of an Illustrative Guide for Career Guidance, Counseling and Placement, 1974. This document was prepared by Project Staff as a working tool to be used by States in part or as an entire document if need be as they developed their own guide. The Guide evolved through several stages of development. The Project's National Steering Committee and other selected consultants reviewed elements of an early draft in May 1973. Based on their comments and suggestions, three copies of a working draft were prepared and distributed to the Project's State contact persons in August 1973. Comments and suggestions for improvement were requested, received and incorporated into the present draft of the Guide distributed to the States in 1974.

The Guide was designed to deal in a systematic way with the complexities of developing and implementing a State guide. The Guide was not intended to be complete and comprehensive. Rather it was designed as a working document to be expanded and elaborated upon as needed.

The Illustrative Guide was subdivided into a number of sections, each section containing a brief introduction which explained the need for that section and offered guidelines and criteria for content, organization and implementation. The introduction was followed by the Project example of how such a section could be written. Section I focused on a Rationale. The Project example defined career guidance, counseling and placement and delineated the need for making career guidance, counseling and placement a mainstream and integral part of the total educational process. Section II provided an example of a model for career guidance, counseling and placement while Section III described how such a model could be translated into goals, objectives and activities. Section IV outlined a possible procedure for how goals, objectives and activities could be organized and displayed to represent a comprehensive career guidance, counseling and placement program. Section V described procedures that may be considered when implementing a program. The three Appendices contained example goals and objectives, several taxonomies and lists of resources in career guidance, counseling, and placement.

In February 1974, Project Staff and several National Steering Committee members took an active part in a National Conference on Career Guidance, Counseling and Placement conducted by the Missouri State Department of Education. In addition to having a major instructional role, Project materials and resources were provided to the participants. The Project's Illustrative Guide plus selected State guides previously developed through Project efforts were provided for use of the conferees as a major part of their training to develop a model guidance program in one locality of each State.

Throughout the duration of the Project, Project Staff identified and distributed exemplary career guidance, counseling and placement

materials to the States. These materials included completed guides from several States and other timely and pertinent resources to assist the States in their development of a guide for career guidance, counseling and placement. (See Appendix II for a complete listing of these materials.)

Direct financial assistance to the States was provided on a limited basis and was determined by the Project Director, within the limits of the Project's limited financial resources, and in consultation with the State leaders. Money was made available to the States at critical periods of guide development to supplement State monies for the purpose of conducting workshops, consultative assistance, model-guide writing and editing and necessary and key materials acquisition. Indirect financial assistance was supplied in the form of the exemplary materials, the costs of the National Training Conference and the work of the National Steering Committee. In addition, indirect assistance was supplied in the form of the development of the exemplary career guidance, counseling and placement guide as well as the establishment of a center of materials for the States to visit for consultative assistance.

Results

The major goal of the Project was to assist each State, the District of Columbia and Puerto Rico to develop preliminary State-tailored, home-school-community models/guides for developing and implementing improved and extended career guidance, counseling and placement programs in local school districts. The Project was highly successful in meeting that goal in that 44 States completed the task. Of the 44 States most developed new guides and/or models while several modified and extended previous efforts to bring them up-to-date with current thinking. All 50 States, the District of Columbia and Puerto Rico were involved in some phase of the Project. They were involved in guide development, participation in the National Training Conference, the dissemination of exemplary career guidance, counseling and placement materials and/or consultative assistance.

Additional Project Impact

In the Fall of 1974 a follow-up was conducted of the States to assess overall Project impact beyond the original Project goal--the development of a model/guide. The grant which funded the Project was originally for 18 months. In the proposal it was specified that a follow-up be completed one year after the close of the original 18 months. Since the Project was extended for two additional years the follow-up completed in the Fall of 1974 completes that requirement.

Data from the follow-up are reported in Table form. Each Table is self-explanatory.

Table 1

State and Local Meetings Held and
Advisory Committees Formed

Workshops/Seminars/Conferences	
Number held	926
Numbers of persons involved	40,787
Advisory Committees formed at State and local levels	188

Table 2

Impact on Professional Staff,
Programs and Special Populations

Type of Staff/Program	No. of States Reporting Impact
Counselor Educators	31
State Staff	
Vocational Education	31
General Education	20
Administration	24
LEA Staff	
Administrators	22
Teachers	27
Counselors	26
Board of Education	20
Certification Standards	14
Increased Communication	
State Staff and LEA Staff	27
Counselor Educators and Counselors	23
Counselors and Teachers	26
Increased Emphasis on Career Guidance in State/Federal Projects funded within the State	
ESEA III	24
State Funded Projects	13
VEA	19
NIE	4
Career Guidance of Special Populations	
Special Education	20
Blind	4
Deaf	3
Adults	13
Returnees	5
Minorities	10
Women	12

Table 3

State Plans for the Future

	No. of States	No. Workshop or Products	No. People
In-Service			
Curriculum Workshops	22	105	2,800
In-Service Training	34	244	5,400
University Courses	20	37	500
Advisory Committees			
Increased Use	18		
New Functions	15		
Product Development			
Curriculum/Guidance Units	19	1,820	
T.V. Programs	8	1,150	
Films	13	140	
Tapes	11	55	
Booklets	12	1,030	

Additional Project Information

Additional information about the Project is located in the Appendices. Appendix I contains copies of the five Project Newsletters. Appendix II lists materials distributed to the States during the duration of the Project. Appendix III contains examples of letters commenting on the impact of the Project.

Conclusions and Recommendations

By design and operation the National Project did not set out to develop a single model for career guidance, counseling and placement to be adopted by all States. Instead, the Project focused on model building; on how States could develop and implement a career guidance, counseling and placement model built on their own State and local needs using State and local resources. A good example of this focus was the organization and content of the National Training Conference held in January of 1972. The program was designed to provide the State teams with the knowledge and skills to develop a State guide. In essence, it modeled the processes of guide development and implementation they could follow when they returned home.

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Reference

Gysbers, Norman C. and Pritchard, David H., editors, Career Guidance, Counseling and Placement: Proceedings National Conference on Guidance, Counseling, and Placement in Career Development and Educational-Occupational Decision-Making, Columbia: University of Missouri, 1969.

APPENDIX I

SELECTED

PROJECT NEWSLETTERS

career development, guidance, counseling, and placement project

NEWSLETTER

University of Missouri-Columbia | Vol. 1 No. 3 | August, 1972

Cooperative State Implementation Workshops for Curriculum-Involved Career Development Guidance, Counseling, and Placement Project

National Steering Committee

Mary P. Allen	Associate to the Executive Director for Governmental Relations American Vocational Association
James E. Bottoms	Director of Program and Staff Development Georgia State Department of Education
James E. Conner	Senior Associate for Education Community and Regional Development Group Chamber of Commerce of the U.S.
Harry N. Drier, Jr.	Research and Development Specialist The Center for Vocational and Technical Education The Ohio State University
Ermon Hogan	Associate Director for Education National Urban League
William C. Kahl	State Superintendent Wisconsin Department of Public Instruction
Elizabeth Mallory	President National Congress of Parents and Teachers
Earl J. Moore	Associate Professor of Education University of Missouri-Columbia
John Sessions	Assistant Director Department of Education AFL-CIO
August Steinhilber	Director Federal and Congressional Relations National School Boards Association
Sylvia Trujillo	Student Gadsden High School Anthony, New Mexico
Francis T. Tuttle	State Director State Department of Vocational and Technical Education-Oklahoma
Glenys G. Unruh	Assistant to the Superintendent for Curriculum and Instruction University City School District-Missouri
Delfino Valdez	Member National Advisory Council on Vocational Education Albuquerque, New Mexico
Project Monitor	David H. Pritchard Bureau of Adult, Vocational, and Technical Education U.S. Office of Education

Overview

An account of the activities in various states related to the Career Development Guidance, Counseling, and Placement Project provides the focus for this third newsletter.

The state-by-state accounts which follow, based upon information supplied by the respective states, provide a brief and current picture of the status of guidance and other career education activities in progress throughout the nation.

Many states have been making substantial strides in development and implementation, while others are in the early stages of planning. Accounts of the Project-relevant developments in the latter group of states, as well as the continuing progress in the other states, will be presented in a future newsletter.

At the present time, the Project Staff is involved in identifying, developing, and distributing exemplary materials to provide to the states continuing technical assistance, including special consultative services. The series of newsletters represents one of the many forms of communication being maintained by the Project headquarters.

All involved with the planning and development of career education and guidance should become knowledgeable about and take full advantage of the provisions of the Education Amendments of 1972. For example, Title X, Part B, "Occupational Education Programs," Section 1054, assigns to the Commissioner of Education the responsibility "to promote and encourage occupational preparation, counseling and guidance, and job placement or placement in postsecondary occupational education programs as a responsibility of elementary and secondary schools." Under Section 1056, planning activities for state occupational education programs are required to include "the development of a long-range strategy for infusing occupational education (including general orientation, counseling and guidance, and placement either in a job or in postsecondary occupational programs) into elementary and secondary schools on an equal footing with traditional academic education, to the end that every child who leaves secondary school is prepared either to enter productive employment or to undertake additional education at the postsecondary level, but without being forced prematurely to make an irrevocable commitment to a particular educational or occupational choice."

Those who have not yet seen the sixth report of the National Advisory Council on Vocational Education entitled, "Counseling and Guidance: A Call for Change," will want to consider its assessment of the current status of guidance, counseling, and placement and recommendations for future directions.

The relationships between the Career Development Guidance, Counseling, and Placement Project and guidance activities under Title III of the Elementary and Secondary Education Act will be addressed as part of a series of three Title III conferences planned for this fall by the Bureau of Elementary and Secondary Education. One objective will be to strengthen cooperative relationships for the improvement and extension of guidance, counseling, and placement and related functions.

Summary Reports of State Activities

Alaska

Guideline development activities for career development guidance, counseling, and placement have been scheduled for the beginning of fiscal year 1973. Plans are underway to utilize guidance personnel and other educators in the development of the guides. Pilot projects have been identified in grades K-3 for implementation in the 1972-73 school year.

Arizona

Members of the Arizona State Advisory Council on Guidance and Counseling have submitted recommendations for improving counselor effectiveness to the State Department of Education. The American School Counselors Association Division of Arizona Personnel and Guidance Association is preparing another statement. In addition, counselors who are involved in state funded career education projects have presented a statement of counseling goals, objectives and activities. The State Department of Education will utilize these statements, other available materials, and conclusions drawn from the on-going, multi-funded pilot study on counselor accountability being conducted by Mesa School District as a starting point for writing the Arizona guidelines for career development in the public schools. Members of a conference committee to develop these guidelines will be identified during the summer and will begin writing during the 1972-73 school year.

Arkansas

The Governor of Arkansas has publicly pledged his support of Career Education via a letter addressed to the Chief State School Officer. The letter, presented at the Annual School Administrators Workshop this spring, states that Career Education seems to offer the best and most suitable solution for educational problems. A Statewide Planning Committee, composed of a representative sample of the state's decision-making personnel, is planning a Governor's Conference on Career Education to be held in September. A two day meeting is planned, with the Governor opening and closing the conference. In addition, Career Development Guidance, Counseling, and Placement has been adopted as the theme for the Arkansas School Counselors inservice training meetings this September. As an outcome of these meetings, goals, objectives, and priorities for career development guidance, counseling, and placement will be developed as an integral component of the career education thrust in Arkansas.

California

The Bureau of Pupil Personnel Services, California State Department of Education, established a task force to produce guidelines for developing effective career guidance programs. With the assistance of a statewide advisory committee, the task force prepared a preliminary edition of a state-tailored guide to be disseminated for use by California educators. A special subcommittee of the task force was responsible for the actual writing of the guide in a summer workshop held in 1971. Technical assistance was provided in the workshop by the leadership of the Career Development Guidance, Counseling, and Placement Project. From the experiences accrued in the field-testing of the preliminary draft during the 1971-72 school year, a revision has been written which is available now from the California Personnel and Guidance Association as a part of the CPGA Monograph Series. Ten project sites for career education projects have been identified and funded for this fall. Several inservice training workshops are scheduled for the fall with various groups and school systems.

Colorado

Several leaders within the State Board for Community Colleges and Occupational Education and the Colorado Department of Education have developed an outline for implementing a comprehensive state plan for career education. Included in the plan are sequential steps to be followed in their efforts to develop and implement a state guide of career education. A series of workshops concerned with accountability measures and emphasizing career guidance are being planned for the fall. The State Department of Education has hired a consultant to work with them for the next three months to implement Career Education in Colorado. The consultant will be conducting some research with respect to the comprehensive state plan.

Connecticut

In March, the New England Resource Center for Occupational Education sponsored a two-day seminar for Guidance Directors and School Administrators from Connecticut, Massachusetts and Rhode Island highlighting the role of career guidance within the total concept of career education. The Spring Conference of the combined Connecticut Personnel and Guidance Association and the Connecticut Association of School Counselors had as its theme "Career Development." The four workshops dealt with career development guidance on the elementary, middle, high school, and post secondary levels. The Connecticut State Department of Education, Bureau of Pupil Personnel and Special Education Services, in cooperation with the Connecticut Association of Pupil Personnel Administrators, conducted an institute in May focusing upon career education and its implications for career guidance. Consultative assistance was provided by the leadership of Career Development Guidance, Counseling, and Placement Project in the workshop.

The Connecticut Counselor Educators Association is planning a three-day institute in September for Counselor Educators and Guidance Directors dealing with the implications for preservice and inservice training generated by career education.

Funding has been provided to establish the position of Career Guidance Specialist in 28 communities. It is anticipated that this number will be increased to approximately 40 communities in the next school year.

Delaware

A top priority for the Delaware Department of Public Instruction during the coming year will be the development of a K-12 career education program for all schools in the state. Representatives of all subject matter, vocational education, and guidance supervisors will be involved in planning and implementing the program. Local educational agencies will be closely involved at all times.

At the secondary level, a major focus of career guidance will be the Priority-Career Counseling Program. Longitudinal studies have shown this program to be an effective systems approach. In order to provide comprehensive career development guidance, counseling, and placement assistance to students, nineteen career guidance and placement coordinator positions have been funded for fiscal year 1973. A training workshop was planned for the coordinators in July.

District of Columbia

Career development counselors are coordinating the career guidance efforts in the eleven academic high schools in the District of Columbia with the support of the Vocational Education Department. During the 1971-72 school year, career development counselors focused on job placement of seniors. In the future, their role will expand to include grades 10-12. The District of Columbia Public Schools in cooperation with Project OPEN has conducted a Career Development Workshop. Consultative assistance was provided by the leadership of the Career Development Guidance, Counseling, and Placement Project.

The Career Counseling and Placement Services section is working in cooperation with an advisory committee made up of members of the D. C. Board of Trade. Career development counselors are attending a six-week Guidance Training Program. In addition, the advisory committee will be sponsoring a Summer Training Institute in August. Presently, the primary thrust of the D. C. program is to continue to establish closer ties among schools, industry and government.

Florida

Florida has designed and implemented a comprehensive vocational education program for career development. One goal of the comprehensive program and the total education system is provision for all students to acquire skills which will help them earn a livelihood, regardless of when they leave school. Legislation has been passed recently to support paraprofessionals serving as occupational specialists in career development guidance, counseling, and placement. Several career development programs and projects which emphasize career guidance, counseling, and placement have been sub-contracted to county systems by the state department. One such project, at the elementary school level, is Project LOOM (Learner-Oriented Occupational Materials) where materials are designed to provide hands-on experiences for children.

In addition to the several leadership conferences scheduled throughout the coming year, a conference of vocational, technical and adult educators is planned for August which will focus heavily upon career education. At their November, 1972 meeting, the Florida Personnel and Guidance Association will emphasize career development guidance, counseling, and placement.

Georgia

The Georgia Department of Education has conducted a conference with key teacher educators throughout the state in an effort to coordinate their work with teams of teachers, administrators, and counselors as plans for the development and implementation of workshop activities related to career development are carried out. A series of in-service training workshops is planned for this summer to be conducted by the University of Georgia, Georgia State University, and Georgia Southern College. Although each college will conduct separate workshops, the three colleges together will work with a total of 55 clusters of schools which are in the process of implementing a career education program. Georgia's approach to career education is organized around a comprehensive set of components which are designed to meet the needs of several different educational levels and interest areas. A major effort has been made to insure an interdisciplinary approach to the fusing of self and career awareness and other career development concepts into local school curricula. The preparation of local curriculum guides will be the responsibility of teams of counselors and teachers.

Hawaii

The Hawaii State Department of Education has contracted with the Educational Research and Development Center, College of Education, University of Hawaii, to design a conceptual model for a career development continuum, grades K-14 and to produce career development curriculum guides for primary, elementary, intermediate, and high school levels, implementing the conceptual model. The development and implementation of the conceptual model will involve two phases. In the first phase, the model will be developed by surveying current programs within the states, surveying hardware and software for career development programs, and synthesizing these into a systematic model. Plans for implementation of the model comprise the second phase. The model and the guides will be designed for implementation within the existing educational structure of the state. The model calls for realignment of existing resources to optimize guidance outcomes and meet defined needs. Subcomponents of the project include the establishment of model centers in two school complexes where the model and curriculum materials will be field tested. The time schedule for development and implementation of the model will extend from March 1972 through June 1973. The Career Development Guidance, Counseling, and Placement Project provided some consultative assistance in a meeting in June which was designed to evaluate the conceptual model.

Idaho

Representatives of the State Superintendent of Public Instruction and the State Director of Vocational Education appointed and met with an ad hoc advisory committee to devise a plan for career development. A meeting of the advisory committee in early February resulted in the development of a comprehensive plan for implementation of career development guidance, counseling, and placement in Idaho.

Indiana

The State Department of Public Instruction has sponsored two workshops on career development involving over 700 people. At the present time, a state-wide task force is being selected to provide some direction for implementation. A curriculum guide has been developed and will be piloted in select schools during the next school year. The guide is meant to serve as a catalyst to aid those educators who are searching for methods of making their classroom activities more relevant to student needs.

Kansas

On February 22, the Kansas State Department of Education Executive Council approved a research project proposal for a K-12 guide for integrating career development into the curriculum of local school districts. Funded by the Division of Vocational Education, a twenty-three member Ad Hoc Committee of the Kansas State Advisory Council for Guidance and Pupil Personnel Services has begun work on a "Guide for Developmental Career Education." Following an April meeting for orientation and distribution of career development education materials, the committee met for a three-day intensive workshop, May 17-19. Their purpose was to (1) share concerns and ideas about career development and career education, (2) to develop a model for Developmental Career Education, and (3) to appoint a sub-

committee to write and edit the state guide. Resulting from the workshop was a tentative model and schematic conceptualization of Developmental Career Education. The writing committee will continue to work during the summer of 1972 with a rough draft target date of September 1972. Consultants from the Career Development Guidance, Counseling, and Placement Project have participated in several of the activities and workshops in Kansas.

Kentucky

Three task forces have been working on devising state-wide career development programs with the assistance and guidance of a State Advisory Committee. The task forces are focusing on three areas: need and rationale; elementary (K-6); and secondary (7-12). Inservice conferences focusing upon "Career Education: Implications for Guidance" have been conducted at both state-wide and regional levels for elementary and secondary counselors during the months of March, April, and May. The conferences were cooperatively sponsored by the State Department of Education, its branch personnel and guidance associations. Members of the elementary and secondary task forces will participate in intensive workshops for the development of guide content this summer. A proposal has been approved for acquisition of consultant services for content development, state level management, field testing, and state-wide installation strategies. The initial content development of the state-wide guide is scheduled for completion in the fall, when field testing in pilot schools will be implemented. Special intensive in-service programs will also be conducted at the pilot school sites in the fall. General inservice programs at both state-wide and regional levels are planned for both the fall and spring. State-wide installation is tentatively planned for the 1973-74 school year.

Louisiana

The new State Superintendent of Education in Louisiana has named an Assistant Superintendent for Career Education who is to develop and coordinate all activities related to career education which include career development, guidance, and counseling from the pre-school level to the post-secondary level. This concept embodies the career development guidance philosophy in that all education *must be* career oriented and include plans and activities from pre-school through post-secondary levels in keeping with individual life-styles. A task force has been named and has initially met to begin the development of a Career Education Model. Consultants have been utilized in meetings with the task force. Additional consultation with regard to state implementation plans has been provided by the Career Development Guidance, Counseling, and Placement Project. In essence, Louisiana hopes to have a model developed during this next year and will make attempts toward implementation at the local levels during the 1973-74 school year.

Maine

In late May the states of Maine, New Hampshire, and Vermont jointly sponsored a Tri-State Workshop on Career Education to develop preliminary guidelines for a comprehensive guide to integrate career education into the curriculum of local school districts. Consultants for the workshop were supported by the Career Development Guidance, Counseling, and Placement Project. A four day, state-level workshop was held in June for personnel from the four school systems selected to field test the Maine state guide during the 1972-73 school year. The participants developed curricular units and strategies for implementation. Additional staff responsible for synthesizing materials generated at the state-level conference will be supported by the Career Development Guidance, Counseling, and Placement Project. A preliminary copy of the state guide will be available in September.

Tentative plans have been developed for a Governor's Conference on Career Education to be held in October or November. The Maine Coordinator of Vocational Education will be responsible for finalizing plans for the conference.

Maryland

The State of Maryland has taken several steps toward incorporating the concept of career education, including career guidance, counseling, and placement, into the educational programs of the State. Earlier this year, the State Board of Education adopted Career Education as one of the five priority areas for the coming year and directed the Department of Education to develop a comprehensive plan for career education, including guidance and counseling.

The Maryland State Department of Education has taken the following action in carrying out the State Board's directive: (1) A Task Force has completed a five year plan for career education for Maryland. The plan contains a sizeable career guidance counseling, and placement component; (2) A budget for FY 1974 totaling 6.6 million dollars for career education has been proposed to the State Board. Of this amount, 1.3 million dollars has been earmarked for career guidance; (3) The State Superintendent of Schools has named a committee to make recommendations for strengthening Career Guidance in Maryland. The Committee's preliminary report was made in July, 1972.

Minnesota

In Minnesota, a leadership committee has developed and reported to the State Commissioner of Education and his cabinet a plan for the development of career development guidance, counseling, and placement for the state. A task force was established in Minnesota to develop a position statement on career education. The position paper was presented to the State Board of Education and approved as its policy in May. The paper states goals for a program K-Adult and charges each local school board with working toward the attainment of the goals for K-12. Area vocational-technical schools will work with post-secondary and continuing education. Minnesota has been funding nine exemplary programs in its schools through vocational education and Title III ESEA funds. It is now planned to compile a monograph on these exemplary career education programs to be disseminated to the other schools in the state.

Sixteen two-day In-Service Education Workshops on Career Education have been held for teachers, counselors, and administrators. A one-day Inservice Workshop on Career Education was held for teacher-educators and counselor educators. State-wide and regional Workshops on Career Education for 1972-73 are in the discussion and planning stages.

Missouri

In Missouri, the State Advisory Council for Vocational Education has submitted several recommendations to the State Board of Education concerning the development and implementation of career development guidance, counseling and placement programs in local school districts. One recommendation empha-

sized the need to support activities to improve and augment career development programs in the elementary grades. Another recommendation urged that inservice career development workshops be established for practicing counselors. In an effort to implement this recommendation, the State Department of Education in conjunction with the University of Missouri and the Missouri Guidance Association conducted a series of meetings for counselors on "Career Development" during the "Third Joint Summer Vocational Workshop and Missouri Vocational Association Conference" July 24-27, 1972. The theme of the general conference was "Career Education." One focus of the sectional meetings with counselors was to obtain feedback from school counselors concerning their suggestions for program implementation and their expressed needs for additional training assistance. The State Department is prepared to support additional conferences and workshops as requested by the counselors.

Plans call for the identification of a person within the State Department of Education who will be responsible for the coordination and monitoring of career education activities in the state. Currently, several career education projects are in the implementation stages in various school systems in the state while plans have been formulated to support five additional project sites for the 1973-74 school year.

Montana

The main activities conducted this spring to initiate the Career Development Guidance, Counseling, and Placement Project in Montana involved the development and adoption by the Office of the Superintendent of Public Instruction of a position statement on the career education concept and the formation of a committee to plan a state-wide conference on career education for this fall. At a recent meeting of the state-wide conference planning committee, it was decided to solicit the assistance of approximately fifteen representatives from business, industry, service organizations, education, agriculture and government to act as discussion leaders in sessions during the fall state-wide conference concerning the career education concept. One of the main objectives of the state conference is to secure a commitment and suggestions on the type of assistance which individuals and organizations can provide in local implementation of career education, and career guidance, counseling, and placement. Plans call for the development of an implementation guide by a state-wide steering committee. In addition, counseling competencies in career guidance, counseling, and placement are being identified and will be utilized in counselor training programs.

Nebraska

Nebraska's Commissioner of Education has appointed an eleven member intra-departmental Career Education Task Force. The Task Force is charged with developing a position paper on Career Education for presentation to school administrators at the Commissioner's fall meeting. The position statement will help local school administrators implement career education programs as well as assisting guidance and other specialists within the State Department of Education to define appropriate roles for their respective areas of responsibility. A Task Force for Implementation of Career Education has been developed and has met with the State Board of Education to gain support for a state-wide conference on Career Education. A demonstration center has been initiated in the Milford, Nebraska school district where plans call for the organization of the school curriculum around a career development theme for the 1972-73 school year.

Workshops for school counselors have been held in both Lincoln and Omaha. During the State Education Association Convention in Omaha, the guidance division held a workshop for school counselors focusing on Career Development Guidance. The keynote address was provided by the leadership of the Career Development Guidance, Counseling, and Placement Project.

Nevada

The Nevada State Board for Vocational Education has adopted a Position and Policy Statement for Career Education. The goal for Nevada is to develop a comprehensive system of career education programs and services which will serve the career education needs of all persons. The statement charges that the State Department of Education and county school districts must, through cooperation and coordination, use Nevada's total education system to effect career education. It requires that all learners be assured expert guidance.

Currently, a conceptual model is being developed which is scheduled for presentation to the State Board for approval in October, 1972.

New Hampshire

New Hampshire's Commissioner of Education has expressed his strong commitment to career education. In February, the State Department of Education personnel met to determine the direction career education would take in New Hampshire and to define the roles staff members would have. General guidelines resulting from that meeting are being refined by a Task Force into a position paper for presentation to the State Board of Education. In April, three hundred vocational educators organized their Annual Spring Conference around the theme "Career Education Today." A resolution to support the concept of career education was unanimously adopted. As a part of a Tri-State Curriculum Project sponsored by Maine, New Hampshire and Vermont, a joint one-week workshop was held in late May to develop a format for integrating career education into local curricula.

Technical and material assistance has been provided by the Career Development Guidance, Counseling, and Placement Project in various planning meetings and workshops through the support of several consultants.

The state-tailored guide was written during a state-level workshop in late June. A career development model developed at the workshop provided the conceptual framework for the guide. The printed guide will be available in August for field testing in five pilot schools during the 1972-73 school year.

New Jersey

The New Jersey Division of Vocational Education sponsored a series of regional Career Development Guidance, Counseling, and Placement Conferences with the cooperation of community colleges and industries. A Career Guidance Steering Committee representative of business, industry, labor and education was appointed to work with state department staff in planning the conferences. A questionnaire was sent to all counselors in the state requesting their reactions to the relevancy of the Steering Committee's tentative conference plans. Results were reviewed by the steering committee and final plans were formulated accordingly.

Administrators and counselors throughout the state were invited to attend one of the regional conferences. They attended separate workshops during the morning session and came together in the afternoon to synthesize their experiences. Participants completed questionnaires indicating their current thinking on Career Education and the present practices and procedures utilized in conducting Guidance Counseling Placement Services. The results of the questionnaire as well as edited recordings of each workshop will be printed in late August.

The regional conferences were viewed as planning conferences from which a number of districts will be selected to participate in intensive career guidance counseling workshops during the fall of 1972-73. The purpose of the workshops will be to develop career guidance models to be implemented within the selected school districts. Plans are underway to utilize the support of the Career Development Guidance, Counseling, and Placement Project for the fall conferences.

North Carolina

The North Carolina State Department of Public Instruction with approval by the State Board of Education has appointed an interdisciplinary committee from within the agency which will coordinate state agency efforts to implement career education concepts with a focus on career development guidance, counseling, and placement. This coordination will include responsibilities for (1) planning and conducting conferences and workshops designed to acquaint state agency personnel with career education concepts, (2) the coordination of the development of a state career education model, and (3) the planning of a State-wide Conference on Career Education in 1973.

The North Carolina Association for Counselor Educators and Supervisors has issued a position statement in support of career development guidance, counseling and placement as a major part of career education using an interdisciplinary approach. The State-level Advisory Council for the Division of Pupil Personnel Services has also developed a position statement which was approved by the Superintendent and his Executive Council. The Division will conduct a series of workshops and inservice activities for school counselors to improve and extend their competencies and skills in career development guidance, counseling, and placement. The Division of Occupational Education within the state agency has utilized a series of task forces to develop a state model for occupational education which discusses their interpretation of the role of occupational education in the state career education model. *A number of projects are currently underway, or are being planned in North Carolina which reflect career education concepts.*

North Dakota

The North Dakota State Board for Vocational Education in cooperation with junior colleges, high schools, and the State School of Science is sponsoring several pre-vocational training, work world exploration and intensified vocational training programs during the summer. The State Board for Vocational Education also sponsored a five-day workshop on Career Education in July. Participants worked as school teams to develop career education materials for K-12 classes, to analyze their areas of specialization and develop instructional materials for field testing, and to design plans for administrator and staff involvement in a career education program during 1972-73. North Dakota State University, Department of Education, plans to develop a pilot course in career education and guidance. The course will serve as a significant part of the dissemination and implementation strategies for the state-wide Career Development Program. The course offered through extension throughout the state will provide a means for educating present teachers and administrators in the Career Development Concept K-12. The State Department of Public Instruction plans Elementary and Secondary Guidance Designate Workshops to develop a model for inservice work for teachers to orient them to the role and function of guidance persons. The State Department is also sponsoring two workshops for a Self-Enhancement Program. The three phase training program will prepare a group of educators for training others to facilitate self concept development of children in view of the fact that Self Concept Development is considered particularly vital to career education.

Ohio

The Division of Guidance and Testing and the Division of Vocational Education are working closely in planning career education programs and activities in the state of Ohio. The guidance component identifies nine dimensions relating to information about educational, career, and personal-social concerns; pupil appraisal, group guidance, counseling, consultative services, parent conferences, coordination of school and community resources, placement and evaluation and planning. The guidance program operates from pre-kindergarten through senior high school.

Pennsylvania

A fifteen month plan of action has been developed in Pennsylvania for the preparation of a guide to be used in the eventual state-wide implementation of a formalized career development guidance, counseling, and placement program. The sequential phases of the plan emerged from meetings of an advisory committee composed of representatives of all bureaus within the Department of Education. During the first phase of the plan, May 10-25, 1972, regional meetings were conducted for school administrators, curriculum personnel, and directors of guidance for the purpose of disseminating information regarding the contribution which guidance can provide to career education programs. Activities planned for the second phase, June 1972 to June 1975, include (1) the collection of all relevant career guidance materials and resources into a central repository for use by local level personnel, and (2) the preparation of a syllabus to be used in local school district program implementation. *Task forces focusing on specific sub-population concerns (rural, urban, mentally retarded, handicapped, Spanish speaking, etc.) will be convened during the fourth phase - June 1972 to August 1975. By September 1975, local school personnel will be provided an implementation guide.*

Puerto Rico

The Vocational and Technical Education Program of the Department of Education has sponsored several career education activities. In April, a three-day seminar on Career Education was held with educators from the six educational regions of the island. Two outside consultants conducted a three credit course on career offered to teachers, counselors, curriculum technicians, supervisors, program directors and school superintendents.

A Sequential Approach to Career Orientation and Preparation project is being developed in one school district. Innovations to Prepare Disadvantaged Children for the World of Work

is a project underway in another one. Two additional projects will be initiated during the year 1972-73. These projects will focus primarily upon career exploration for elementary and junior high students.

Rhode Island

As a result of the Career Development Guidance, Counseling, and Placement National Training Conference in January, a comprehensive strategy has been developed for implementing career education in Rhode Island. While conceptualizing career education as an unbroken continuum of experiences, the programs have been divided into the K-12 and post-secondary continuing education phases for administrative purposes. The first year will be expended deriving information from pilot research projects. Following a Regional Workship on Career Education in April, work began on a community involvement component. An interagency steering committee is currently planning a Governor's Conference on Career Education to be held in the fall when up to a thousand participants will be invited representing as many populations, agencies, and educational levels as possible. The conference will promote an awareness of career education and facilitate the identification of professional and community resource people to make up the State Task Force on Career Education.

South Dakota

South Dakota has planned four regional one-week conferences to be held in August '72. The regional conferences will be workshops where teams representing ten school districts will develop a plan to implement career guidance within their school districts. The district teams will consist of a counselor, an administrator, and a teacher. Materials provided by the Career Development Guidance, Counseling, and Placement Project related to career education and career guidance will be disseminated to all participants prior to the workshop for the purpose of acquainting them with pertinent concepts, goals, and objectives. Arrangements are being made for participants to receive three semester hours of college credit for their workshop efforts. Workshop objectives focus on the development of a plan to be implemented within the local districts in the fall of 1972. Three one-day follow-up conferences in the 1972-73 school year will be used to evaluate progress and share ideas to further develop and implement career guidance. Additional objectives involve plans to change the traditional guidance role of the counselor to include that of being a catalyst for activities related to career education within the district.

Tennessee

The Tennessee State Department of Education, Vocational-Technical Division in conjunction with the Educational Psychology Department at the University of Tennessee, Knoxville conducted a vocational guidance career development workshop during the week of May 1-5. The counselor's role in career development was explored by utilizing the facilities of the Knox County Career Education Model as a laboratory. Workshop participants—guidance counselors, supervisors and principals from East Tennessee—will be followed up to assist them in implementing career development programs within their own school systems. A three-week intensive training workshop for teachers and program coordinators was conducted at the University in July. Long range plans include intensive career education training workshops in other sections of the state.

Texas

The Texas Commissioner of Education has appointed a 21 member Advisory Council for Career Education, designating Career Education as one of the top five priority areas for the coming year. The State Advisory Council has played an important role in helping to develop a tentative Career Education Guide for superintendents which was recently distributed state-wide. The Assistant Commissioner for Regional Services has been assigned the responsibility for leadership in implementing career education in Texas. Under his leadership, objectives for the development of career education in Texas have been written. The Assistant Commissioner has met with the directors of the twenty education service centers to discuss their role in career education. By Summer 1973, it is expected that a minimum of five school districts in each education service center region will have developed plans for the implementation of career education in the schools in September 1973. Currently, several occupational orientation projects are underway in these regions as pilot or demonstration models emphasizing three-phases—occupational awareness, investigation, and exploration. Additional U.S.O.E.-funded career education projects including guidance and counseling are in progress in three local school districts.

Utah

The Utah State Board of Education has written and adopted a position paper on career education. The first week in June, a small group workshop was held to develop the scope and sequence of developmental objectives in career guidance for K-12. Consultative assistance was provided in the workshop by the leadership of the career development guidance, counseling and placement project. The following week, a State Vocational Conference-Guidance Division was held with an exclusive focus on career education. Counselors at the conference critiqued the objectives developed the previous week. Several specific projects are in the planning or implementing stages in Utah. A workshop to integrate career education into the total junior high program for Moab, Utah was also held in June. A K-12 program for Ogden, Utah, is in the developmental stages. Plans have been made to print SCOPE (Student-Centered Occupational Preparation and Exploration) which is a tentative career guidance curriculum teacher guide and student workbook for grades 7-9. Existing secondary programs will be expanded as well as the elementary World of Work project which will include 40 more districts once additional units are written.

Vermont

Participants from Maine, New Hampshire, and Vermont met for a one week Tri-State Workshop in late May to develop and design a format for a comprehensive guide for integrating career education into the curriculum of local school districts. Consultation assistance was provided by the Career Development Guidance, Counseling, and Placement Project. In late June, the Vermont state workshop was held to write a state-tailored guide for implementation of comprehensive career and self awareness programs. Workshop participants included those who had attended the Tri-State Workshop as well as a team of approximately ten persons from the five school districts selected to field test the guide during the 1972-73 school year. Comprehensive plans (including specific objectives) have been developed for a series of regional career education workshops to be held at the site of each pilot school throughout the 1972-73 school year. An

advisory committee composed of two representatives from each pilot school, three State Department of Education personnel, and a project coordinator will review, critique, and make recommendations regarding the career education programs.

A kickoff to career education was furnished by the Governor who held the first New England State Governor's Conference on Career Education.

A direct result of the Governor's Conference was five regional conferences to be held in early fall to initiate situations at the grass roots level.

Washington

The Washington State Coordinating Council for Occupational Education has sponsored several publications and activities as a part of the Washington State Plan for Vocational Education. One such activity is Project WAVE (What About Vocational Education.) The project is based upon seminars in which all participants must complete an action program focusing upon career guidance, counseling, and placement activities, field test it in their institutional setting and share their successes and failures with other seminar participants. Participants include elementary, junior and senior high, vocational-technical, community college teachers from all disciplines, counselors and administrators. Labor unions, business and industry personnel, and employment security staff as well as staff from other state and federal offices provided consultative assistance. A series of publications have resulted from the seminar concerned with the need for vocational education programs and current career awareness activities existing in the state. The most recent publication, Part III of the series, is a resource guideline providing implementation suggestions for elementary teachers developing career awareness programs. The guideline was field tested in 40 school districts last spring. Revisions will be made this summer based upon the evaluations submitted by the participating schools. An initial Task Force meeting is planned for early this fall to begin developing a career education guide with an emphasis on career guidance, counseling, and placement for grades 7-12.

West Virginia

Invitational workshops have been held at Cedar Lakes and Ripley, West Virginia, to develop a state guide for career education. State activities have focused on career education which has been conceptualized by the state leadership as including career development guidance, counseling and placement as an extremely important part. Twenty-one prominent educators, representing guidance, vocational education, general education, curriculum development and administrators were invited to participate in the two workshops. A preliminary draft of the guide has been prepared and is in the process of being revised. The annual Superintendent's Conference held at Jackson's Mills in July considered career education as one of the major aspects on the agenda. Future plans are for a statewide conference involving business, industry, and education concerning implementation of career education programs.

Wisconsin

Approximately 33 school systems in Wisconsin have been active in implementing career development guides which they wrote in ten 1971 summer workshops. The leadership of the Career Development Guidance, Counseling and Placement Project provided consultative assistance in the workshops. Workshop participants have provided staff orientation to their local guides through inservice programs during the 1971-72 school year and have helped teachers design and implement career education activities for career development. Some participants have focused their efforts on developing comprehensive resource and media centers to serve the schools in their district.

The University of Wisconsin-Madison has reactivated its Center for Studies in Vocational and Technical Education and plans to work with the school of education and its counselor education department in preparing teachers and counselors for career education. Plans have also been made to offer career education courses for elementary and secondary teachers via the Educational Telephone Network in 1972-73. U. W.-Stout conducted a two-day career education invitational conference in July including all levels of local school personnel, regional directors, vocational technical school personnel, counselor educators, employment counselors, and state level representatives from the Department of Public Instruction, State Board of Vocational, Technical and Adult Education, and the Wisconsin Employment Service. The U. W.-Stout also plans to offer extension courses in: (1) Theories of Career Development, (2) Curriculum Methods in Career Education, and (3) Information Services and Vocational Guidance in 1972-73. Much state level support has been given to career education in Wisconsin through leadership conferences and funding.

Ten second-year workshops and 14 first-year workshops are being conducted this summer. U. W.-Stout and U. W.-Oshkosh are planning to provide consultants for many of these summer workshops. All those conducting 1972 summer workshops will provide inservice programs for staff and take steps to integrate career development activities into their curriculums in 1972-73.

Wyoming

In Wyoming, career development guidance, counseling and placement concepts have been integrated into career education. A major goal announced recently by the Wyoming State Department of Education calls for 60 per cent of its school districts to develop and implement comprehensive career education programs by September, 1974. The Department has adopted a statement defining the counselor's role in career education. It refers to career development guidance, counseling, and placement activities to support career education. Monies have been identified for regional inservice workshops to be held during the 1972-73 school year for districts planning to implement a comprehensive career education program. During the summer, a steering committee will meet to plan these inservice workshops and to develop a format for the state guide for counseling and career education. Inservice workshop participants will help refine the guide during the 1972-73 school year.

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Career development, guidance, counseling, and placement project

NEWSLETTER

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Announcement

Cooperative State Implementation Workshops for Curriculum-Involved Career Development Guidance, Counseling, and Placement Project

The U.S. Office of Education-Bureau of Adult, Vocational and Technical Education, has extended the University of Missouri-Columbia contract until December 31, 1973, to assist each state, the District of Columbia, and Puerto Rico in developing home-school-community based guides for implementing career development guidance, counseling, and placement in their respective local school districts.

Report of Executive Committee

The Executive Committee of the Project met on January 26-28, 1973 to outline a program of work for the coming year as a result of the contract extension. The new Deputy Commissioner for Occupational and Adult Education, Dr. William Pierce, met with the Executive Committee for an orientation to the Project and to give them benefit of his concerns and tentative views about improving and extending effective career development guidance, counseling, and placement under his administration. He stressed the need for focusing on the career guidance needs of post secondary and out-of-school youth and adults as well as regular students in elementary and secondary schools.

Dr. William Pierce
Deputy Commissioner for Occupational and Adult Education

The Executive Committee decided to prepare an illustrative State Guide as a further concrete aid to States desiring to consider it in the preparation of their own guide. The plan is to invite members of the National Steering Committee and representatives of some other organizations to participate with the Executive Committee in the development of the illustrative guide. It is anticipated that this will take place during the month of May and that the illustrative guide will be ready for distribution to the States during the summer.

It was also decided to convene a meeting of the National Steering Committee in early Fall to review Project accomplishments to date and to offer recommendations for U.S.O.E. support of further projects and activities to improve and extend career development guidance, counseling and placement.

Summary Reports of State Guides

An account of the seven state guides received by the Career Development Guidance, Counseling and Placement project provides the content for the following section. The state-by-state accounts provide a brief picture of the current status of the project. Many other states have been making substantial strides in guide development and implementation.

California

Career Development: A California Model for Career Guidance Curriculum K-Adult begins by presenting a rationale for career guidance based on the necessity for making school more relevant to the needs of students. The model is divided into three components: career planning and decision making, education, work and leisure alternatives and life styles and personal satisfactions. Thirteen concepts based on these three components, when integrated into the educational experiences of the individual, provide for the emergence of his or her career identity.

The model shows how objectives are developed for the thirteen concepts and how these objectives can be implemented in the school. An example of implementation in the Sonoma County Schools is provided. The importance of and methods for evaluation are discussed in a separate chapter. The appendices include examples of career guidance objectives for elementary, junior high, and high school, examples of evaluation instruments and selected references.

Kansas

The model for the *Kansas Guide for Career Education: K-Adult* consists of four career components: self, work, leisure and resources. The career components are considered to be four interrelated areas in which the individual gains knowledge, understanding, and skills.

The self component allows for an organized way that the individual can increase his knowledge of himself, develop a positive self-image, and develop decision making skills.

The work component provides the framework for an individual to see himself in an activity that is satisfying to himself and productive in fulfilling a need within our society.

The leisure component is defined as one's freedom from required effort with the time used in a self-fulfilling manner.

The resource component refers to all things outside the self which influence the individual's career development.

The guide also gives five process phases which allow one to organize his developmental activities in the four career component areas. The five process phases are awareness, orientation, exploration, selective formulation and action.

The process phases are used as vehicles for the individual to achieve developmental levels in the four career component areas.

The guide also includes an outline containing suggested steps for organizing, implementing, and managing a sound career education program.

Kentucky

The Kentucky *Guide for Developmental Career Guidance* "was developed to assist local school personnel in the development, implementation, and evaluation of a career guidance program." To do this, the Kentucky Guide lists seven major career development goals which are expanded to include sub goals, student performance objectives, activities and evaluation techniques. The basic model for this is a three dimensional career development matrix: goals x grade level x goal expansion.

The remainder of the Guide is divided into two subsections: elementary (K-6), and secondary (7-12). The elementary section provides examples of subgoals for each of the major goals. It goes on to outline three major program strategies which could be utilized in the implementation of

these goals. The first is the isolated activities approach in which career-oriented activities are held periodically throughout the year. The second method is the unit approach in which career education units are presented regularly as part of the curriculum. Third is the integrated curriculum approach in which the entire curriculum revolves around career education themes. Examples are given of each type of approach.

The secondary section also contains a listing of examples of subgoals and extensive examples of goal expansion.

The rest of the Guide provides various types of resources from possible bulletin boards to a glossary.

Maine

The task of the *Maine Curriculum Guide for Career Education - K-12* "is to provide Maine educators with a model for developing those concepts, activities and resource materials that will infuse career education in all Maine schools."

To implement this goal, the Maine Guide utilizes traditional subject areas as a program strategy. In this way, career education concepts are incorporated into each curriculum area. For instance, a sample unit in foreign languages has as its goal: "to develop self and job awareness using a foreign language as a medium." The Maine Guide has examples of these sample units from grades K through 12.

The Guide, based on conferences in May and June, 1972, has a listing of Career Education Priorities for teaching, guidance, administration, school board, and state department functions, thus delegating responsibilities in each of these areas. In addition, the Guide provides appendices listing brainstorming ideas (possible topics for discussion and activity) and resources.

New Hampshire

The *New Hampshire Guidelines for Developmental Career Education* begins by presenting a model which "serves as a conceptual framework for integrating career experiences into local curriculum". The model has three major components: decision-making, values and attitudes, and world of work. Each of these components contains basic concepts to be mastered sequentially as well as expectations for student progress. Examples of objectives and possible learning activities are described through which these basic concepts may be implemented.

The New Hampshire Guide presents suggestions on how to implement Developmental Career Education in the public school system. This section outlines possible roles for the State Board of Education, State Department of Education, Legislature, School Board, Superintendent, Principal, Counselor, Teacher, Students and Planning Committee.

The authors of the New Hampshire Guide outline methods for measuring program assessment. These include both process evaluation, which measures how well the program is progressing toward the stated goals, and product evaluation which determines the extent to which the product is producing desired outcomes.

Utah

"The primary purpose of the *Utah Model for Career Guidance K-12* is to serve as a tool for assisting Utah local districts in the development of a comprehensive atriculated program of career guidance."

In implementing this goal, the Utah Guide begins by presenting a rationale for career guidance pointing out changing concepts in work and education. Utah has developed a model to fit these changes. The model has three career guidance components: self and others, planning and placement, and work and leisure. The authors of the Utah Guide have identified seventeen concepts - essential major ideas, thoughts, or notions, - which expand upon the components of the model. These concepts are in turn expanded further into developmental objectives, examples of behavioral objectives, and learning activities at the various grade levels.

The Guide also presents a section on how to write behavioral objectives and an overview of some measurement and evaluation instruments pertinent to career guidance.

Wisconsin

The purpose of the Wisconsin Guide is to integrate career development into the local curriculum, K-12. The basic model used in the Wisconsin Guide is broken down into three major areas: self, world of work, career planning, and preparation. In turn, each of these areas is divided into sixteen basic concepts and further into general objectives for each grade level. Examples are given to show how local school systems can develop their own learning activities, resources, and desired outcomes, and methods of evaluation, in order to attain appropriate objectives in teaching career development concepts at different grade levels.

A section is provided on how to write behavioral objectives, and another on evaluating career development programs. Within this latter section, the why and what of evaluation are discussed and recommended guidelines for evaluation are listed. Following this is an extensive section on career development resources listing among others films, slides, printed materials. The guide also includes a glossary of terms.

The Wisconsin guide does not recommend the addition of career education units or courses; it does encourage teachers and students to creatively capitalize on opportunities in ongoing classroom activities to bring out career development concepts.

National Steering Committee

James E. Bottoms	Vice President, Guidance Division American Vocational Association
William Cash	Assistant to the President for Human Relations Affairs University of Michigan
John Dagley	Assistant Professor University of Georgia
Harry Drier, Jr.	Senior Staff The Center for Vocational and Technical Education The Ohio State University
Ermon Hogan	Director for Education National Urban League
Mary Allen Jolley	Director of Government Relations American Home Economics Association
William C. Kahl	State Superintendent Wisconsin Department of Public Instruction
Charles Lewis	Executive Director American Personnel and Guidance Association
Elizabeth Mallory	President National Congress of Parents and Teachers
Earl J. Moore	Associate Professor of Education University of Missouri-Columbia
John Sessions	Assistant Director Department of Education AFL-CIO
August Steinhilber	Director Federal and Congressional Relations National School Boards Association
Sylvia Trujillo	Student Gadsden High School Anthony, New Mexico
Francis T. Tuttle	State Director State Department of Vocational and Technical Education Oklahoma
Glenys Unruh	Assistant to the Superintendent for Curriculum and Instruction University City School District-Missouri
Delfino Valdez	Member National Advisory Council on Vocational Education Albuquerque, New Mexico
Project Monitor	David H. Pritchard Bureau of Adult, Vocational and Technical Education U.S. Office of Education

career development, guidance, counseling, and placement project

NEWSLETTER

University of Missouri-Columbia | Vol. 1 No. 5 | January 1974

ANNOUNCEMENT

Cooperative State Implementation Workshops for Curriculum-Improved Career Development Guidance, Counseling, and Placement Project

The U.S. Office of Education-Bureau of Occupational and Adult Education, has extended the University of Missouri-Columbia contract until December 31, 1974 to assist each State, the District of Columbia, and Puerto Rico in developing a home-school-community based guide for implementing career development guidance, counseling, and placement in their respective local school districts.

National Steering Committee Meeting Report

The Project's National Steering Committee met on September 7, 1973. The purposes of the meeting were to assess progress of the project, to consider implications of certain pertinent research and development activities, and to confer with Dr. William Pierce, Deputy Commissioner for Occupational and Adult Education about issues and future directions in guidance.

Dr. Glenn C. Boerrigter, Chief, Vocational Education Research Program, Division of Vocational Education Research, briefed the committee on tentative planning for fiscal year 1974 objectives and procedures under Part C, Research and Training in Vocational Education, of the Vocational Education Amendments of 1968.

Highlights of two recently completed research studies were presented and discussed with the committee. Both of these studies provide further, current evidence that career development guidance, counseling, and placement needs substantial improvement and wider accessibility.

Dr. G. Brian Jones of the American Institutes for Research in the Behavioral Sciences, Palo Alto, California discussed the Institutes' report, "Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student." Additional comments were offered by Ms. Dorothy Shuler, who served as project officer for this U.S. Office of Education funded study. A review of pertinent literature accomplished as a major part of the study "supports the conclusion that practical career guidance and counseling for non-college-bound students need further realignment."

Dr. John Roth of the American College Testing Program, Iowa City, Iowa presented findings from ACT's nationwide study of student development (now summarized in ACT Research Report No. 61). Responses from a scientific sample of about 33,000 eighth, ninth, and eleventh grade students in 200 public and parochial schools, revealed, as one major fact, that more than three-fourths of the high school juniors, and almost as many eighth graders report wanting help with career planning—a finding in "sharp contrast" with the help they feel they have received.

Representatives of the National Institute of Education's Career Education Program briefly characterized for the committee fiscal year 1973 funded projects in guidance and career education. These include such areas as career patterns of adult women, decision-making, guidance program planning and evaluation, occupational analysis, sexism in interest inventories, and continuation activities in the four career education projects known as school-based, employer-based home-based, and rural-residential.

Charles Foster, Director of Guidance Services for the Missouri Department of Education, announced the invitational National Training Conference on Career Guidance, Counseling, and Placement scheduled for February 24-27, 1974 in St. Louis, Missouri. It is to be conducted under a grant to the State for educational personnel development, through the Bureau of Occupational and Adult Education. This conference was conceived by Bureau and State representatives as a complement to the Career Development Guidance, Counseling, and Placement Project. State and local guidance leaders selected by their respective States are to study selected guides from this Project and other sources in order to learn how to use guidelines and to develop local strategies to provide an effective local program in career guidance, counseling, and placement, and to use the model program as a base for training other guidance leaders in the State to develop and implement programs at other local sites. The conference training program will intersperse platform presentations with individual study and planning periods assisted by on-call consulting specialists.

In an afternoon session, Deputy Commissioner Pierce announced a pending decision to designate guidance, counseling, placement, and follow-up as a priority area for contract and grant proposals for fiscal year 1974 discretionary funds under Part C of the Vocational Education Amendments of 1968. He requested and received the Committee's advice on specific needs and issues requiring attention in this area. Many of these recommendations, as well as recommendations from other sources, are reflected in the official announcement of research projects in vocational education published in the Federal Register for December 5, 1973 (volume 38: number 38, Part III).

Project Progress Report

During the first year and one half of Project operations, seven States completed preliminary guides for career guidance, counseling and placement. The States involved were California, Kansas, Kentucky, Maine, New Hampshire, Utah and Wisconsin. An account of the contents of these guides was provided in the March 1973 Project Newsletter, Volume 1, Number 4.

In 1973, substantial further progress was made toward reaching the goal of the Project. An additional seventeen States completed or were making progress toward completing their preliminary guides for career guidance, counseling and placement. The seventeen states involved included Alaska, Arkansas, Colorado, District of Columbia, Florida, Hawaii, Louisiana, Massachusetts, Minnesota, Missouri, Montana, New Jersey, North Carolina, North Dakota, Pennsylvania, Puerto Rico and South Carolina.

Project assistance to the States during 1973 included the identification and distribution of exemplary materials, consultative services and some financial aid. Among the materials sent to the States during 1973 was a working draft of "Elements of an Illustrative Guide, Career Guidance, Counseling and Placement for State Department of Education." The Illustrative Guide was developed by Project Staff at the suggestion of the Executive Committee of the Project as a further concrete aid to States desiring to consider it in the preparation of their own guide. The National Steering Committee plus representatives of other organizations assisted in reviewing a preliminary copy of the Illustrative Guide before it was distributed.

The Guide was designed to deal in a systematic way with the complexities of developing and implementing a State guide. The Guide was not intended to be complete and comprehensive. Rather it was designed as a working document to be expanded and elaborated upon as needed.

The Illustrative Guide was subdivided into a number of sections, each section containing a brief introduction which explained the need for that section and offered guidelines and criteria for content, organization and implementation. The introduction was followed by the Project example of how such a section could be written. Section I focused on a Rationale. The Project example defined career guidance, counseling and placement and delineated the need for making career guidance, counseling and placement a mainstream and integral part of the total educational process. Section II provided an example of a model for career guidance, counseling and placement while Section III described how such a model could be translated into goals, objectives and activities. Section IV outlined a possible procedure for how goals, objectives and activities could be organized and displayed to represent a comprehensive career guidance, counseling and placement program. Section V described procedures that may be considered when implementing a program. The three Appendices contained example goals and objectives, several taxonomies and lists of resources in career guidance, counseling and placement.

The Project extension will provide the opportunity to continue to work with States, particularly those which have not yet developed a guide. In addition, Project Staff will be involved in the instructional program of the National Training Conference on Career Guidance, Counseling and Placement scheduled for February 24-27, 1974. The Project's Illustrative Guide plus selected State guides previously developed through Project efforts will be provided for use of the conferees as a major part of their training to develop a model guidance program in one locality of each State.

career development, guidance, counseling, and placement project

1 Hill Hall
University of Missouri-Columbia
Columbia, Missouri 65201

APPENDIX II

EXEMPLARY MATERIALS

DISTRIBUTED TO THE STATES

Materials Distributed to the States

Conference - 72

1. California Personnel and Guidance Association. Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives.
2. California State Department of Education. Career Guidance: A California Model for Career Development K-Adult.
3. Fulton, Barbara. Selected Abstract of Dissertation.
4. Hansen, Lorraine. Career Guidance Practices in School and Community.
5. Moberly Public Schools. Career Development Project Evaluation Instruments by Grades.
6. National Assessment. Objectives for Career and Occupational Development.
7. National Association of Secondary School Principals. Toward a More Relevant Curriculum.
8. Oklahoma State Department of Education. A Guide for Developmental Vocational Guidance, Grades K-12.
9. Program Content and Operation Manual.
10. Program Content and Operation Manual: Appendices.
11. Washington State Coordinating Council for Occupational Education. Who Am I, Where Am I Going, How Do I get there? A guideline for career awareness.
12. Wisconsin Department of Public Instruction. Governor's Conference on Partnership in Career and Manpower Development.
13. Wisconsin Department of Public Instruction. K-12 Guide for Integrating Career Development into Local Curriculum.

April Mailing - 72

1. American College Testing. Emerging Students . . . and the New Career Thrust in Higher Education.
2. Budke, Wesley E. Review and Synthesis of Information on Occupational Exploration.
3. Georgia Department of Education. Career Development Education Kindergarten through Post-Secondary and Adult Levels.

4. Harcourt Brace Jovanovich, Inc. Accountability in Education and Associated Measurement Problems.

5. Instructor Reprint. Peacemaker, Plumber, Poet, Drummer? Why children must explore the world of work and how you can help them.

6. Lessinger, Leon. Structure and Process of State and Local Career Development Guidance, Counseling, and Placement Placement Program Audit.

7. Washington State Coordinating Council for Occupational Education. CAPES: a guideline for career awareness programs for the elementary school.

8. Wichita State University. Young Workers: A Forgotten Group.

August Mailing - 72

1. Developmental Career Guidance Project. Detroit Project Success Story.

2. Matthews, Esther E. Counseling Girls and Women Over the Life Span.

April Mailing - 73

1. Newsletter #4

2. Career Development: A New Focus , Earl J. Moore, Norman C. Gysbers.

3. Planning, Developing and Field Testing Career Guidance Programs--a Manual and Report

4. Career Guidance in Secondary Education

July Mailing - 73

1. Review and Synthesis of Foundations for Career Education.

2. Kansas Guide for Career Education.

August Mailing - 73

1. Illustrative State Guide for Career Guidance, Counseling and Placement: A Working Draft. (Evaluation Forms)

November Mailing - 73

1. Career Guidance Through Groups, by Judy Meyer and Carol Anderson for the Vocational Guidance Service.

APPENDIX III

SELECTED LETTERS

CONCERNING PROJECT IMPACT

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

DIVISION OF GUIDANCE AND TESTING
DIRECTOR
(614) 466-4590
GUIDANCE, COUNSELING AND DEVELOPMENT
(614) 466-2103
OHIO TESTING
(614) 466-2471
[illegible]ED TESTING
(614) 466-4868
65 SOUTH FRONT STREET
COLUMBUS OHIO 43215

M. D. ESSEX
SUPERINTENDENT OF
PUBLIC INSTRUCTION

October 29, 1974

Dr. Norman C. Gysbers
Project Director
University of Missouri
College of Education
Columbia, Mo. 65201

Dear Norm:

I would want you to know that the people who attended our directors of guidance meeting thought your presentation and interaction with them was by far the best meeting we have ever held.

I appreciate very much your getting the Ohio visit on your calendar and taking time to share your views on Career Guidance, Counseling and Placement with the group.

Thanks for the extra copies of your model, and be assured that our publication with be ready before January 1, 1975.

Again, I appreciate the leadership you have given us nationally and will give you all the State support we can muster from this office.

Sincerely,

Ken

Kenneth W. Richards, Director
Division of Guidance and Testing

KWR:bc

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT 40601

Division of Guidance Services

September
Thirty
1 9 7 4

Dr. Norman S. Gysbers
Project Director
Career Development, Guidance, Counseling
and Placement
University of Missouri, 1 Hill Hall
Columbia, Missouri 65201

Dear Norm:

I have just worked with Keith Smith and Bill Mullett in their guide development workshop for West Virginia. My congratulations to you for your leadership as evidenced in the Projects facilitative support of the workshop. I was impressed with the workshop design which reflected your advice. Also, Keith and Bill did an exceptional job in their execution.

As I have said before the project is one of the most cost effective contracts I have been involved with - - again my congratulations.

Sincerely,

BB

Bill Braden, Director
Field Services Unit

bb:r

V. L. EBERLY
DEPUTY

R. W. BANGS
ADMINISTRATIVE ASST.

THE STATE OF NORTH DAKOTA

Department of Public Instruction
M. F. PETERSON, SUPERINTENDENT
BISMARCK, NORTH DAKOTA 58501

RICHARD K. KLEIN
ASSISTANT

H. J. SHORTLAND
ASSISTANT

December 27, 1973

Dr. Norm Gysbers
College of Education
Department of Counseling and
Personnel Services
University of Missouri - Columbia
Columbia, Missouri 65201

Dear Norm:

Enclosed are 4 copies of the Needs Assessment Model for Guidance written by Dr. David L. Lee.

We had very good receptivity to the concept of accountability by both the counselors and administrators who attended our eight regional meetings.

The impetus to develop this model received quite a boost from your project grant. We are now eager to pilot the instruments which have been developed and to proceed with further developments of the whole accountability system.

I think that this whole approach will do much to enhance the effectiveness of our counselors in providing better career guidance and counseling to the students of our State.

Thank you very much for according us this opportunity.

Best wishes for the new year!

Sincerely,

Glenn Dolan, Director
Division of Guidance

GD/le
Encls.

Montana

STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

HELENA 59601

DOLORES COLBURG
Superintendent of
Public Instruction

December 17, 1973

Dr. Norman C. Gysbers
Career Development Guidance,
Counseling and Placement
1 Hill Hall
University of Missouri
Columbia, Missouri 65201

Dear Dr. Gysbers:

Enclosed is the first draft of the Career Guidance, Counseling and Placement Handbook for Montana Counselors. As we had discussed over the telephone, this publication will now be sent to a sampling of educators from throughout the state for their review. In addition, if you have any suggestions or comments regarding this handbook, please do not hesitate to let us know.

It is anticipated that the final copy will be completed in February. I'll make sure you receive several copies at that time.

May I take this means to express our appreciation for your assistance in developing this handbook. You may be assured that as a result of your efforts career guidance will take on a new thrust in Montana since every counselor will receive a copy of this handbook and it will also be used extensively in counselor workshops.

I am looking forward to meeting you at the St. Louis Career Guidance meeting in February.

Respectfully,

DEL GUSTIN
Career Education Coordinator

cw

Enclosure

COMMONWEALTH OF PUERTO RICO

DEPARTMENT OF EDUCATION

HATO REY, PUERTO RICO

OFFICE OF THE
SECRETARY OF EDUCATION

October 18, 1973

Dr. Norman C. Gysbers
Project Director, Department of
Counseling and Personnel Services
University of Missouri
Columbia, Missouri 65201

Dear Dr. Gysbers :

Thank you very much for your technical assistance. The activity has produced great enthusiasm among the supervisors.

We are glad to accept your assistance in writing a guide for career guidance, counseling and placement. Three persons will be involved in the preparation of a draft of the guide. Please let me know the approximate date of December in which you expect to receive the draft.

Thank you again for sharing with us your ideas and for providing us the opportunity to benefit from the Project.

Cordially yours,

Gladys Abad de Sánchez

Gladys Abad de Sánchez
Guidance Program Director

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

August 7, 1973

Dr. Norman C. Gysbers
University of Missouri
College of Education
1 Hill Hall
Columbia, Missouri 65201

Dear Dr. Gysbers:

Thank you for the excellent job you did with the counselors at Meredith College on July 23. We received many very positive comments from participants and I feel good about the entire week.

The total group was very productive. They accepted the three areas of the North Carolina Task Force report (ie. Learning to Live, Learning to Learn, Learning to Make a Living) as domains, as well as the major goals. Then they worked by levels to develop objectives for the elementary, junior high and senior high areas. When the workshop ended on Friday they had also listed suggested activities for accomplishing these objectives. However, the groups did not feel they had had adequate time to complete their work on the activity portion. They want to meet again in late September to polish the model and strengthen the activity section.

The group came up with several ideas concerning a pictorial representation of the model. This will also be finalized in September.

One suggestion from the group was that we approach you about writing a short introduction for the model which highlights the major concepts in Life Career Development. Are you willing to do this? Let me know how you feel about it. We would be most appreciative.

In a couple of days you will receive a copy of the incomplete work of the group as it now exists. I would be very much interested in your suggestions, criticisms, etc.

Again, my sincere thanks for your part in getting us off to a good start on a project which could be very significant for guidance in North Carolina. As always, it was a pleasure to have you here. I'll look forward to other occasions for us to work together.

Sincerely,

Wayne

Wayne Dillon
Consultant in Guidance
Division of Pupil Personnel Services

WD:fr

STATE OF ALASKA

WILLIAM A. EGAN, GOVERNOR

DEPARTMENT OF EDUCATION

JEFF C. JEFFERS,
DIRECTOR

DIVISION OF INSTRUCTIONAL SERVICES

POUCH F — ALASKA OFFICE BUILDING
JUNEAU 99801

July 30, 1973

Dr. Norman Gysbers, Director
~~Career Development~~
Guidance & Counseling
University of Missouri
1 Hill Hall
Columbia, Missouri 65201

Dear Norm:

Last week Flory and I revised the draft of our Life-Career Development Guide. I now have the "Working Draft" that we will use for the 1973-74 school year. Within a few days I will have some copies made and will send you one. I would appreciate any comments you will offer on the Guide. It is our intent that we will gather ideas throughout the year that will be used in the revision next spring or summer.

Flory has completed her work as coordinator of the writing project and should be paid according to our agreement. She did an excellent job. This kind of assistance made the difference in whether or not we had a guide.

Thank you again for all your help.

Sincerely yours,

Wanda

Wanda J. Cooksey
Program Chief
Guidance Services Section

WJC/pkw

cc: Flory Vinson

Mass.

New England
Resource Center
for Occupational Education
at E|D|C 55 Chapel St., Newton, Mass. 02160
(617) 969-7100 Cable NERCOE

August 22, 1972

Dr. Norman C. Gysbers
~~Project Director~~
Career Development, Guidance,
Counseling and Placement Project
University of Missouri
1 Hill Hall
Columbia, Missouri 65201

Dear Norman:

The enclosed booklets represent the product of the Maine Tri-State Workshop for the creation of career education curriculum goals. Your leadership and program contributions were in large part responsible for the successful completion of our conference tasks.

Tri-state leaders inform me that these goals were exceptionally helpful in serving as a springboard for the individual state's career education activity conferences which followed.

Sincerely,

AJ

Alvin N. Johnson
Coordinator
Staff Training and Development

ANJ:jb
Enclosures

N Hampshire

NEWELL J. PAIRE
COMMISSIONER

ROBERT L. BRUNELLE
DEPUTY COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
STATE HOUSE ANNEX
CONCORD 03301

February 28, 1972

Dr. Norman C. Gysbers
Professor of Education
University of Missouri-Columbia
Columbia, Missouri 65201

Dear Dr. Gysbers:

I enjoyed very much meeting with you on Thursday, February 24, and hearing your presentation on Career Education. It was excellent.

The response we have had from those in attendance has been warm and positive. We believe that we are well launched on a commitment to career education in New Hampshire. This is due largely to the manner and the content of your presentation. As soon as we have completed the first stage of synthesis of the nominal group statements on career education we will send you a copy.

Floyd Bailey and Jo Hayslip, working with the steering committee, will be responsible for the continuing development of career education in New Hampshire. I understand that they will continue to be in touch with you as progress is made.

I understand that future plans include your returning to New England area in May. I hope that your stay with us at that time can be extended so that you may enjoy some of our scenery and hospitality.

Sincerely,

Newell J. Paire

Newell J. Paire
Commissioner of Education

NJP-GKS

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

February 10, 1972

LeRoy Brown
State Superintendent of Education

Dr. Norman C. Gysbers
Project Director
Career Development Guidance,
Counseling and Placement Project
1 Hill Hall
University of Missouri
Columbia, Missouri 65201

Dear Dr. Gysbers:

It was a real pleasure and privilege to be a participant in the National Training Conference on Career Development Guidance, Counseling and Placement. The training should prove quite profitable for us in Alabama as we prepare a Career Development Guidance, Counseling and Placement Guide.

You and Dr. Moore have been helpful in giving positive direction in our thinking concerning career guidance and placement.

I look forward to future contacts and work with the two of you.

Sincerely yours,

Clifton Nash

Clifton Nash, Coordinator
Guidance, Counseling, and Testing

CN:sw

file

AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS

EXECUTIVE COUNCIL

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PRESIDENT

LANE KIRKLAND
SECRETARY-TREASURER

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S. FRANK RAFTERY
GEORGE HARDY
WILLIAM SIDELL

815 SIXTEENTH STREET, N.W.
WASHINGTON, D.C. 20006

(202) 293-5000

February 9, 1973

Norman C. Gysbers, Project Director
University of Missouri - Columbia
Department of Counseling and Personnel Services
Columbia, Mo. 65201

Dear Norman:

I am very happy to hear that the project has been funded for another year. The way budgets are going in Washington these days the renewal of any project is a cause for great rejoicing.

I will be very happy to continue as a Steering Committee member. As I think you know, this is in my mind one of the most useful projects which has yet come out of the drive for career education.

Let me know as soon as the dates are firmed for the coming meetings and I will mark them on my calendar.

Best regards.

Sincerely yours,

Jack

John A. Sessions
Assistant Director
of Education

JAS/kas

Executive Director: WILLIS E. DUGAN

Dr. Garry R. Walz
2114 School of Ed Building
The University of Michigan
Ann Arbor, MI 48104

(313) 764-9492

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
1607 NEW HAMPSHIRE AVENUE, N.W. • WASHINGTON, D.C. 20009 • AC 202 483-4633

January 27, 1972

DIVISIONS
American College Personnel Association
Association for Counselor Education & Supervision
National Vocational Guidance Association
Student Personnel Association For Teacher Education
American School Counselor Association
American Rehabilitation Counselors Association
Association For Measurement & Evaluation in Guidance
National Employment Counselors Association

JOURNALS
Personnel and Guidance Journal
Journal of College Student Personnel
Counselor Education and Supervision
Vocational Guidance Quarterly
SPATE Journal
The School Counselor
Elementary School Guidance and Counseling
Rehabilitation Counseling Bulletin
Measurement and Evaluation in Guidance
Journal of Employment Counseling

Dr. Robert Worthington
Associate Commissioner
Bureau of Adult Vocational/Technical Ed.
Office of Education-Department of HEW
Washington, D.C. 20202

Dear Dr. Worthington:

I wish to commend you for the recent conference on Career Development Guidance Counseling and Planning, which was held in St. Louis. Seldom have I seen a conference in which the participants showed as much committment and energy to the development of plans and resources. Clearly the impact of this conference will be great and should appreciably increase the quality of the career development and career guidance components of career education programs about the country.

I enjoyed the opportunity to hear you speak about and learn more fully of the plans for expanded programs in career education. In particular, I was pleased to learn of your intention to develop a Career Development, Guidance, Counseling and Placement unit in the office of the Associate Commissioner. Such a unit as this could provide leadership and coordination for the career guidance and placement functions within the bureau, and thereby greatly increasing the impact of career education programs. Without such a means for a focusing of efforts and resources, I feel that the widespread efforts of specialists inside and outside the Office of Education could be so dissapated that the full potentiality of the career education thrust would not be realized. Needless to say, it would be important that this unit be headed by an individual with professional training and experience in the career development and guidance area, so that he would be able to lend the necessary direction and coordination to all the activities of people working in career guidance and placement about the country.

As you will recall, the American Personnel and Guidance Association and allied helping professional groups have had great concern over the lack of representation within the Office of Education. We see this lack of representation as inhibiting the total effectiveness of new OE programs due to inadequate consideration for the real inputs to be made by counselors and pupil personnel specialists in the planning and the design of new programs.

I intended to communicate to the Executive Board and Senate of the American Personnel and Guidance Association your thoughts and plans with regards to the creation of such a unit. I am sure that such a unit, if properly staffed, will be regarded as a very positive first step by the Office of Education in responding to issues which were discussed in our meeting with Commissioner Marland.

May I extend to you the interest and willingness of the American Personnel and Guidance Association to work closely with you in the establishment of such a unit and in our providing information on fully qualified personnel who might be considered by you for filling the position.

Sincerely,

Garry R. Walz
President

GRW/bga

cc: Commissioner Sidney P. Marland
Joseph McDonough - Acting Executive Director, APGA
William Bingham - President, NVGA
Norman Gysbers - President-Elect, NVGA

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT 40601

Division of Guidance Services

January
Seventeen
1 9 7 2

Dr. Norman C. Gysbers
Director, Career Development, Guidance,
Counseling, and Placement Project
1 Hill Hall, University of Missouri
Columbia, Missouri 65201

Dear Norm:

A brief thank you and congratulations for a job well done in the design and conduct of the National Training Conference.

The leadership training was excellent but we hope your expectations were tempered with realities of the innate limitations of the trainees (e.g., the I. Q's of the Kentucky delegation).

The dissemination of exemplary material surpassed anticipation (does project budget provide for reimbursement for corrective surgery for hernias?).

Further, the promise of supplemental assistance both material and manpower gave those of us with limited resources (i.e., expertise and funding) the heart to push on.

Seriously thank you in general and in particular for your finesse in handling our last minute acceptance.

Sincerely,

BB

Billy Braden, Asst. Director
Division of Guidance Services

Doug

Doug McKinley, Coordinator
Vocational Guidance Services

bb:r

State of Illinois

Office of the Superintendent of Public Instruction

BOARD OF VOCATIONAL EDUCATION AND REHABILITATION

1035 Outer Park Drive

SPRINGFIELD 62706

MICHAEL J. BAKALIS
SUPERINTENDENT

VOCATIONAL AND TECHNICAL EDUCATION DIVISION
SHERWOOD DEES, DIRECTOR

January 14, 1972

Mr. John Dagley
Room 1 - Hill Hall
University of Missouri - Columbia
Columbia, Missouri 65201

Dear John:

Enclosed you will find the completed expense voucher for the National Training Conference held in St. Louis. I would hope that it is completed accurately.

I would like to take this opportunity to thank all of the members of the Training Conference staff and commend them for seeking to add to the program of services for state level personnel. The conference was well received by all involved from Illinois and we feel we have made an excellent start toward developing a career development guidance, counseling and placement guide. Much remains to be done.

If I can provide any additional travel expense information, please do not hesitate to contact me. Thanks again.

Sincerely,

John S. Washburn

John S. Washburn, Consultant
Research & Development Unit

JSW:ed

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

January 14, 1972

Dr. John Dagley
Assistant Project Director
University of Missouri
Room 1, Hill Hall
Columbia, Missouri 65201

Dear Dr. Dagley:

Enclosed is the expense account for Mrs. Thelma C. Lennon who attended the recent National Training Conference for State Leaders. The participants from North Carolina are:

Mr. C. Wayne Dillon	Mr. Ronnie D. Stephenson
Consultant	Consultant
Guidance and Counseling	Occupational Education

North Carolina also had two other representatives who served as observers. I had been selected as a participant and Wayne Dillon was selected as an observer and, of course, he had received prior approval to be reimbursed by the State of North Carolina. Upon arrival at the conference we decided that Wayne Dillon would become the participant and I would be the observer. However, for bookkeeping and reimbursement purposes, I would need reimbursement from you since Wayne Dillon will receive his reimbursement from the State of North Carolina because he had received prior approval. This still means that the University of Missouri is paying for only two persons from North Carolina. I spoke to Dr. Norman Gysbers and he agreed that I would be able to do this.

The two participants from North Carolina agreed that Mr. C. Wayne Dillon would be the official contact person from North Carolina for the Project.

Sincerely,

Thelma C. Lennon

Thelma C. Lennon, Director
Pupil Personnel Services

TCL:sc

Enclosure

P.S. The Training Conference was a tremendous success and the most informative conference I have ever attended.